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ABSTRACT

This package of seven modules that introduce health occupations II is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components: introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. Module titles are (1) Legal and Ethical Standards, (2) History of Health Care, (3) Learning and Study Skills, (4) Basic Medical Terminology, (5) Self-Assessment and Personal Development, (6) Charting, and (7) Care of the Patient Unit. (YLB)

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Module No. I

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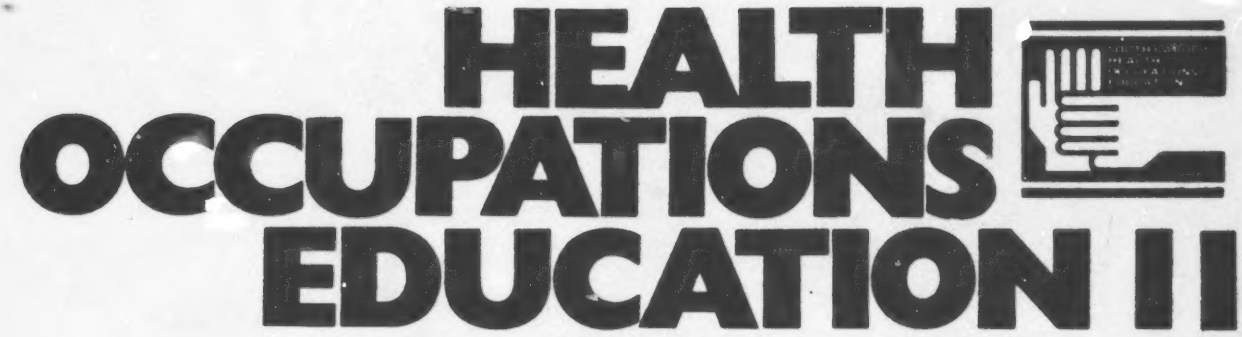
INTRODUCTION TO

HEALTH OCCUPATIONS EDUCATION II



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Module No. I-A

LEGAL AND ETHICAL STANDARDS

LEGAL AND ETHICAL STANDARDS

INTRODUCTION

A code of conduct exists for the health care worker; it represents ideal behavior. An understanding of the code of conduct and the laws governing health care workers is needed in order to protect yourself and your patients. In this module you will examine the legal and ethical standards for a health assistant.

DIRECTIONS

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given instruction in the legal and ethical standards of behavior in a medical situation, you will be able to demonstrate a knowledge of related terminology by scoring a minimum of ____% on a teacher prepared written examination.

LEARNING ACTIVITIES

1. READ *Nursing Skills for Allied Health Services,* "Health Worker and Law and Ethics," pages 1-23,

   and/or _____.

2. VIEW Trainex filmstrips, "The Nurse, Ethics and the Law: Professional Ethics," and "The Nurse, Ethics and the Law: Negligence and Malpractice,"

   and/or _____.

3. WRITE a short definition for the terminology listed on Student Assignment Sheet No. 1.

4. COMPLETE Student Self-Check. Record you answers on a separate sheet of paper.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT ASSIGNMENT SHEET NO. 1 – LEGAL AND ETHICAL STANDARDS

Write a short definition for the following terms.

1. Ethics
2. Invasion of privacy
3. Battery
4. Consent
5. Litigation
6. Will
7. Negligence
8. Malpractice
9. False imprisonment
10. Slander
11. Felony
12. Confidential
13. Assault
14. Libel
15. Privileged communication
16. Reasonable care
17. Value system
18. Custom
19. Conduct
20. Breach

STUDENT SELF-CHECK

Fill in the Blanks

1. A lawsuit may also be called a _____.
2. "Bad practice," improper or injurious practice is referred to as _____.
3. Any personal or private information related to a patient's care told to a health care worker is considered to be _____.
4. _____ is a spoken statement or false charge that defames or damages another's reputation.
5. Holding or detaining a person against his/her will is known as _____.
6. A _____ is permission granted by a person voluntarily and in his/her right mind.
7. Failure to perform in a reasonably prudent manner is called _____.
8. _____ is a code of conduct for a particular group and represents ideal behavior.
9. A threat or an attempt to injure another person without his/her consent is known as _____.
10. The unlawful touching of another person without his/her consent is known as _____.

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. After you complete the activity, your evaluator will rate your performance using the Evaluator's Final Checklist, LEGAL AND ETHICAL STANDARDS.

You will be given an examination on legal and ehtical standards for a health assistant. You must score a minimum of ____% on the teacher-prepared written examination.

Student _____

Date _____

LEGAL AND ETHICAL STANDARDS

Evaluator's Final Checklist

Check the student's performance in the following elements of legal and ethical standards.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student scored ____% on the teacher-prepared written examination.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

1. Litigation
2. Malpractice
3. Privileged communication
4. Slander
5. False imprisonment
6. Consent
7. Negligence
8. Ethics
9. Assault
10. Battery

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Module No. I-B

HISTORY OF HEALTH CARE

HISTORY OF HEALTH CARE

INTRODUCTION

Modern health care differs drastically from the days of the medicine man. There are now more than 300 different job titles to describe the health care workers who help modern man to prevent disease, to recover from illness, and to maintain his health. In many ways the development of health careers has paralleled the expansion of man's knowledge. To appreciate the development of health careers, we need to look at the history of health care and to be aware of a few of the milestones. This module will assist you in an awareness of the persons, schools, activities, and discoveries that played a role in the development of modern day health care.

DIRECTIONS

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given selected instructional exercises on the history of health care, you will be able to demonstrate a knowledge of the principal people, schools, activities, and discoveries that led to modern day health care by scoring a minimum of___% on a teacher-prepared written examination.

LEARNING ACTIVITIES

1. READ *Introduction to Health Careers,* "Early Concepts of Health Care," pages 2-7 and/or Student Information Sheet No. 1.

2. VIEW Trainex filmstrip "The Story of Nursing Care," and/or study Student Information Sheet No. 1.

3. LOOK UP "medicine" in your encyclopedia and read the history of medicine.

4. IDENTIFY the contributions to health care of each of the names listed on Student Assignment Sheet No. 1.

5. RESEARCH and WRITE the name of the person responsible for the discovery of each item listed on Student Assignment Sheet No. 2.

6. DISCUSS Student Assignment Sheets Nos. 1 and 2 with the class or assigned group.

7. COMPLETE Student Self-Check. Record your answers on a separate sheet of paper.

8. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION SHEET NO. 1 – HISTORY OF HEALTH CARE

Evolution of Nursing and Health Care

A. *Ancient Civilization – Prior to 476 A.D.*
   1. Earliest nursing procedures were carried out by the physician and his assistants.
   2. Earliest women nurses cared only for their families or the women and children of close friends and relatives.

B. *Early Christian Times – The era beginning with the birth of Jesus Christ*
   1. Organized health care developed as an expression of Christian ideas.
   2. Orders of christian women converts were formed to serve the church and minister to the sick.

C. *Dark Ages – 476 A.D. – 10th Century*
   1. Religious orders founded during this troubled era were organized to take care of the sick.
   2. Men provided care to men patients and women cared for women and children.

D. *Medieval Period – 600 - 1500 A.D.*
   1. Monastic orders of monks and nuns provided most of the nursing care.
   2. Late in this period secular orders were established for those who desired to serve humanity outside the walls of the church.

E. *Reformation – 1600 A.D.*
   1. Medicine progressed slowly; the use of scientific principles was stressed.
   2. Nursing declined during this period and was almost forgotten until the nineteenth century.
      Note: This decline was due to the disturbed political conditions, the general low status of medicine, and the low position of women in society.

F. *Modern Nursing*
   1. In 1836, the first organized school of nursing was founded in Kaiserwerth, Germany.
   2. Florence Nightingale made nursing the highly respected career it is today despite the opposition of both her family and influential people.
   3. In 1873, Bellevue Hospital in New York began a school of nursing patterned after the Nightingale School in England.
   4. In the late eighteenth and nineteenth centuries medicine and nursing made revolutionary progress.
   5. In 1893, Ballard School in New York opened the first school for practical nurses.

STUDENT ASSIGNMENT SHEET NO. 1 -- HISTORY OF HEALTH CARE

Research and write one sentence about the contributions to modern health care of the following individual, organization, or activity.

1. Hippocrates
2. Christain influence
3. Florence Nightingale
4. Dorthea Dix
5. Clara Barton
6. Ballard School
7. Joseph Lister
8. Edward Jenner
9. Jonas Salk
10. Albert Sabin
11. Marie Curie
12. Christian Bernard
13. Sigmund Freud
14. William Harvey
15. Kaiserwerth School
16. American Red Cross
17. Elizabeth Blackwell
18. Charles Richard Drew

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STUDENT ASSIGNMENT SHEET NO. 2 – HISTORY OF HEALTH CARE

Research and identify the person or persons responsible for the following inventions or discoveries.

1. Pasteurization
2. Clinical thermometer
3. Rubber gloves
4. Microscope
5. Insulin
6. Penicillin
7. Vitamins
8. Heart-lung machine
9. Organ transplants
10. X-ray machine
11. Dialysis machine
12. Anesthesia; ether

STUDENT SELF-CHECK

Terminology

Match the names in Column A with the health care contribution in Column B. Check your answers against the key.

COLUMN A	COLUMN B
1. Sir Alexander Fleming	A. Father of medicine
2. Clara Barton	B. Founder of modern nursing
3. Charles Richard Drew	C. Introduced psychoanalysis for mental illness
4. Jonas Salk	D. Organized the American Red Cross
5. Hippocrates	E. Discovered penicillin
6. Van Leeuwenhook	F. Perfected microscope
7. Sigmund Freud	G. Demonstrated methods to control disease by pasteurization
8. Dorthea Dix	H. Discovered polio vaccine
9. Christian Bernard	I. Transplanted first human heart
10. Florence Nightingale	J. Negro surgeon known for blood preservation and organization of blood bank
11. American Red Cross	K. Organization to provide personal and health care during disaster
12. Louis Pasteur	L. Crusader for better care for mentally ill

True or False

Write true or false for each statement.

1. The world's best medical care is available in the United States today.
2. During World War I, many professional health care workers were drafted and nonskilled workers were employed. This situation was the beginning of the assistant era.
3. The first hospitals were established in Rome by early Christians.
4. Trephining may have been practiced by the ancients to allow evil spirits to escape.
5. The stethoscope is considered one of the 8 or 9 greatest contributions to science.
6. The cause of cancer is still the most baffling question to science.

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CHECK OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. After you complete the activity, your evaluator will rate your performance using the Evaluator's Final Checklist, HISTORY OF HEALTH CARE.

You will be given an examination on the history of health care. You must score a minimum of ___% on the teacher-prepared written examination.

Student _____

Date _____

HISTORY OF HEALTH CARE

Evaluator's Final Checklist

Check the student's performance in the following elements of history of health care.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
[ ]	[ ]	[ ]	[ ]

Student scored ___ % on the teacher-prepared written examination.

20

STUDENT SELF-CHECK KEY

Terminology

1. E
2. D
3. J
4. H
5. A
6. F
7. C
8. L
9. I
10. B
11. K
12. G

True or False

1. True
2. False
3. True
4. True
5. True
6. True

Module No. I-C

LEARNING AND STUDY SKILLS

LEARNING AND STUDY SKILLS

INTRODUCTION

The rate and degree of learning are regulated by the structure of the brain and by various environmental factors. Some of these factors which affect learning are within our power to control. Few, if any people learn to the limits of their innate capacity. When you are aware of the processes involved in learning, you can improve your learning. This module will give you some suggestions for improving study skills and increasing learning.

DIRECTIONS

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given instructional exercises on the process of learning, you will be able to identify factors that affect learning, different techniques of learning, and desirable study habits by scoring ___% on a teacher-prepared written examination.

LEARNING ACTIVITIES

1. STUDY Student Information Sheets Nos. 1 and 2.

2. WRITE a one-page paper on methods you have been using that have proven successful for you in learning.

3. DISCUSS any questions you may have with your group or your instructor.

4. COMPLETE Student Self-Check. Record your answers on a separate sheet of paper.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION SHEET NO. 1 – LEARNING SKILLS

I. Terms and Definitions

Learning – An accumulation of fact upon fact which clusters together and becomes knowledge
Theory – Scientifically accepted group of facts
Clinical – Pertains to actual work environment
Orientation – Becoming acquainted with the existing situation and environment
Perception – Ability to receive stimuli such as sight and sound and interpret the meaning
Memory – Ability to recall impressions of past experiences and what has already been learned
Association – Ability to recall past experiences and relate these impressions to present experiences
Chronological age – Age in years
Mental age – Learning readiness and capacity for learning at a given time
I. Q. – Capacity for learning (intelligence quotient)
Concentration – Mental self-control
Maturation – Degree of organic development of brain and other organs
Initiative – Self-reliant; ability to see for one's self what needs to be done and then do it
Study – Application of mind to book or subject for purpose of acquiring knowledge
Glare – Dazzling light
Lighting – Disposition of light
Sequence – Order of events
Concepts – Key idea
Principle – Essential or basic rule of action
Goal – Objective; aim
Comprehension – Ability to understand
Noise – A sound
Motivation – Desire to achieve a goal

II. Factors Affecting Learning

A. Maturation and Learning Readiness

1. Learning depends on organic development of the brain – its memory areas and association pathways involved in insight and reason.

2. The nature and degree of learning ability depends on heredity and environment. (Injury or certain illnesses involving the nervous system may prevent normal maturation and limit development of learning capacity.)

3. Learning experiences are effective only to the extent that one is ready for learning.

4. Learning capacity increases through childhood and adult life toward a potential that is seldom if ever reached.

5. Three functions of the brain which make learning possible are perception, memory, and association.

B. Experience and Background

1. Learning involves association with past impressions.

2. The extensive background of knowledge gained from a variety of experiences increases the ability to associate and learn.

a) Pleasant home environment
b) Travel or exploring opportunities
c) Books to read
d) Educational games
e) Peer relationships
f) Television and/or movies
g) Community and school activities

C. Need, Motivation, and Goals

1. Learning is motivated by need.

a) If we have a need, we develop a desire.
b) We learn the most when it is what we want to learn.
c) The greater the need, the greater the rate and degree of learning.

2. The desire to achieve a goal is an emotional motivation.

a) Educational goals

(1) A grade in a course
(2) Social acceptance
(3) Preparation for graduation or for college
(4) Development of a skill which leads to employment
(5) Opportunity for promotion
(6) Opportunity to be member of team or organization

D. Emotional Conditioning

1. Success makes learning enjoyable.

a) Emotional gratification increases confidence.
b) Confidence in ability helps learning to become a challenge.
c) Confidence in you by others makes your challenge become greater.
d) Pride in work increases the incentive to learn.

2. Emotional states can inhibit learning.

a) Fear

(1) Fear stimulates trial and error.
(2) Fear may stimulate minimal learning to avoid a penalty.
(3) Fear places the person on the defensive.
(4) Fear decreases reasoning and insight.
(5) Fear decreases creative thinking.

b) Anxiety

(1) Anxiety may cause a lack of confidence.
(2) Anxiety may be caused by a previous failure.

(Fear and anxiety produce a negative attitude toward learning and hamper the learning process.)

E. Active Participation

1. Active Participation greatly increases learning efficiency.
2. Active participation involves the whole personality.
3. Active participation requires more attention than passive participation.
4. Active participation increases the value of classroom discussions and individual or small group laboratory experiences.

F. Concentration

1. Mental self-control affects learning.

a) Focus all of your attention on the situation at hand.
b) Avoid day dreaming.
c) Train yourself to stay at a task.

2. Factors can reduce the ability to concentrate.

a) Fatigue
b) Illness or discomfort
c) Lack of nutrition or overheating
d) Noise
e) Personal problems

III. **Techniques of Classroom Learning**

A. Cultivate a favorable attitude. Study with a purpose.
B. Build a new vocabulary.
C. Listen attentively.
D. Take notes.
E. Read assignment.
F. Ask questions when you do not understand.
G. Practice "hands on" skills.
H. Learn concepts or principles behind skills.
I. Seek assistance when needed; don't practice the incorrect way to do something!
J. Participate in discussions.

STUDENT INFORMATION SHEET NO. 2 – STUDY SKILLS

I. **Study Skills Suggestions**

A. Budget your time carefully.

1. Follow a definite schedule.
2. Do your most difficult assignment first.
3. Choose a time when you are mentally alert.
4. Prepare a priority list of things to do and follow it.
5. Balance your study time with periods of relaxation.
6. Begin studying as soon as the course begins.

B. Select the best place to study.

1. Make sure you have adequate light.
2. Avoid as many distracting elements as possible (radio, television, etc.).

C. Apply the best principles of learning.

1. Preview the whole lesson.
2. Spot key words, ideas, and principles.
3. Relate details to larger concepts.
4. Associate new information with facts you already know.
5. Use as many of your senses as possible. Read aloud, drill with someone, or discuss materials with a classmate.

D. Improve your reading ability.

1. Learning efficiency improves with speed of reading and degree of comprehension.
2. Practice reading for a purpose.
3. In addition to reading assignments, read for pleasure (15 to 30 minutes a day for reading magazines and books you like).

E. Build your vocabulary.

1. Learn new terms.
2. Use the dictionary to learn new words.
3. Relate new words and terms to those you already know.

Note: The health care field has many new terms. Each unit of study will have a vocabulary list.

F. Learn to take notes.

1. Taking notes will keep your attention sharp.
2. Read with a pencil and paper in hand, ready to take notes.
3. Make an outline in your own words.
4 Organize in a logical sequence.
5. Write only key concepts or essentials.
6. Use your own code to mark for recall material emphasized as important ("T") for test material – "I" or * for important).

G. Review the material regularly.

H. Develop a constructive attitude.

1. Look upon study as an opportunity for improvement.
2. Relate study to the attainment of a goal.

II. **Problem Solving**

A. Define the problem.

B. Gather facts.

C. Analyze the information collected and decide on action.

D. Take needed action.

E. Evaluate action.

III. **Purposes of Examinations or Tests**

A. To assess knowledge or progress

B. To measure performance

C. To reinforce learning

D. To evaluate teaching methods

IV. **Types of Examinations**

A. Essay

B. Completion

C. Multiple choice

D. Matching

E. True–false

F. Clinical performance

V. **How to Prepare for a Test (Suggestions)**

A. Study regularly.

B. Follow an organized plan of review.

C. Write legible, well organized notes in the form of questions. Mentally answer them.

D. Memorize needed facts, formulas, and principles. Say them aloud or write them.

E. If you have difficulty remembering the answer to a particular question, jot down a phrase or associate it with something to help you remember.

F. Get adequate rest before the examination. Don't eat a heavy meal prior to taking the test.

G. Be confident that you will pass; relax.

VI. **Taking the Examination**

A. Take a general look. Note the number of questions, credit value of questions, and time allotted.

B. *Read directions* carefully and *follow directions* exactly.

C. Budget time – assign each section an appropriate percentage of time.

D. Answer easier questions first; then go back to the more difficult ones.

E. Read the entire question before you write any answers.

F. Proofread your answers.

G. On the answer sheet, check the number of questions and the number of answers.

VII. **Methods for Evaluating Your Attitude and Behavior**

A. Participate in classroom activities.

B. Respond to instructions and suggestions.

C. Assess your performance on written assignments, in large group discussions, in small group activities, in partnerships and/or team participation in classroom and clinical settings.

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STUDENT SELF-CHECK

Terminology

Match the terms in Column A with their definitions in Column B. Check your answers against the key.

COLUMN A

1. Motivation
2. Mental age
3. Chronological age
4. Learning
5. Study
6. Concept
7. Orientation
8. Association
9. Clinical
10. Memory

COLUMN B

A. Process of relating experiences to present action.
B. An accumulation of facts which become knowledge
C. Application of mind to a subject in order to acquire knowledge
D. Ability to recall past impressions
E. Becoming acquainted with the environment
F. Capacity for learning at a given time
G. Desire to achieve a goal
H. Actual work environment
I. Key idea
J. Age in years
K. Order of events

Learning and Study Skills

1. List 3 factors that affect learning.

2. List 4 techniques of classroom learning.

3. Place a "D" next to desirable study habits.

   A. Wait until class time to study.
   B. Review class notes.
   C. List unfamiliar words and look up definitions.
   D. Study 6 hours the night before a test.
   E. Omit recreation in order to study.
   F. Take notes when reading or when listening in class.
   G. Discuss with classmates what you have read.
   H. Prepare a time schedule for study

4. List 2 purposes of examinations.

5. List 3 types of examinations.

6. List 5 suggestions for taking examinations.

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. After you complete the activity, your evaluator will rate your performance using the Evaluator's Final Checklist, LEARNING AND STUDY SKILLS.

You will be given an examination on learning and study skills. You must score a minimum of ____% on the teacher-prepared written examination.

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LEARNING AND STUDY SKILLS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of learning and study skills.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
Student scored ____ % on the teacher-prepared written examination.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. G
2. F
3. J
4. B
5. C
6. I
7. E
8. A
9. H
10. D

Learning and Study Skills

1. Answers may vary.

   A. Maturity
   B. Experience and background
   C. Need, motivational goal, emotional state, concentration, participation

2. Answers may vary.

   A. Listen attentively.
   B. Take notes.
   C. Ask questions.
   D. Participate in all class activities.
   E. Build a new vocabulary.

3.

   A.
   B. D
   C. D
   D.
   E.
   F. D
   G. D
   H. D

4. Answers may vary.

   A. To measure performance
   B. To reinforce learning
   C. To assess knowledge
   D. To evaluate teaching methods

5. Answers may vary.

   A. Essay
   B. Completion
   C. Multiple choice
   D. Matching
   E. True – false

6. Answers may vary.

   A. Read directions carefully.
   B. Budget time.
   C. Answer easier questions first.
   D. Read the entire question before you write any answers.
   E. Proofread your answers.
   F. On your answer sheet check number of questions and answers

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Module No. I-D

BASIC MEDICAL TERMINOLOGY

BASIC MEDICAL TERMINOLOGY

INTRODUCTION

As you are exposed to the medical field you will discover that it has a language of its own. In order for you to function adequately in this field it is necessary that you learn abbreviations commonly used in hospitals. You must also recognize and learn the most common prefixes, suffixes, and combining forms used in medical terminology. You will learn common abbreviations and medical terminology in this module.

DIRECTIONS

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given selected instructional exercises in basic medical terminology, you will be able to demonstrate a knowledge of the basic abbreviations, prefixes, suffixes, and root words used in the medical setting. Mastery will be determined by scoring a minimum of ___% on a teacher-prepared written examination.

LEARNING ACTIVITIES

1. READ
   a) *Health Assistant*, Unit 22, "Medical Terminology," pages 143-146,
   b) *Allied Health*, Unit 18, "Charting," pages 368-370,
   c) *Basic Sciences*, Chapter 1, pages 1-12,

   and/or _____.

2. STUDY Student Information Sheet Nos. 1 and 2.

3. COMPLETE Student Self-Check. Record your answers on a separate sheet of paper.

4. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION SHEET NO. 1 – BASIC MEDICAL TERMINOLOGY

Abbreviations

A.M. – morning
P.M. – afternoon
B.M. – bowel movement
B.R. – bathroom
B.R.P. – bathroom privileges
$\bar{c}$ – with
$\bar{s}$ – without
Adm. – admission
Amt. – amount
D.C.– D/C – discharge
p.o. – by mouth
N.P.O. – nothing by mouth
a.c. – before meals
p.c. – after meals
N/S – normal saline
H_20 – water
O_2 – oxygen
CO_2 – carbon dioxide
oz. – ounce – ℥
dr. – dram – ʒ
Dr. – doctor
stat – immediately, at once
Ad. Lib. – as desired
PRN – whenever necessary
C – cup
cc – cubic centimeter
C.C. – chief complaint
q̄ – every
q̄h – every hour
q̄2h – every 2 hours
q̄3h – every 3 hours
q̄4h – every 4 hours
q̄d – every day
q̄od – every other day
♂ – male
♀ – female
BID – twice a day
TID – three times a day
QID – four times a day
P.T. – physical therapy
B/P – blood pressure
T – temperature
P – pulse
R – respiration
ax – axillary
E.R. – emergency room
I.C.U. – intensive care unit
O.R. – operating room
C.C.U. – coronary care unit
O.B. – ostetrics
o.s. – left eye
o.d. – right eye
o.u. – each eye
O.O.B. – out of bed
@ – at
Rx – prescription
Tx – traction or treatment
Dx – diagnosis
D/C – disc. – discontinued
Lab. – laboratory
Ht. – height
Wt. – weight
Surg. – surgery
V.S. – vital signs
wk. – week
2/wk. – two times a week
R.O.M. – range of motion
EKG – electrocardiogram
C.B.C. – complete blood count
W/C – wheelchair
f.f. – force fluids
' – feet
" – inches
qs – quantity sufficient
lb – pound
o – degree
q̄n – every night
H.S. – hour of sleep
pt. – patient
tab. – tablet
cap. – capsule
RN – registered nurse
LPN – licensed practical nurse
VD – veneral disease
EENT – eyes, ears, nose, and throat
IV – intravenous
B/P TPR – blood pressure, temperature, pulse and respiration
preop. – before surgery
postop. – after surgery
h – hr. – hour
spec. – specimen
gtt. – drop

STUDENT INFORMATION SHEET NO. 2 – BASIC MEDICAL TERMINOLOGY

Prefixes

a–, an–	not or decreased
ab–	away from
anti–	against
contra–	against
bi–	two
cyst–	bladder
dys–	difficult or painful
gyn–	women
hemo–	blood
hydro–	water
hyper–	above or high
hypo–	below or under
path–	disease
poly–	too much or many
post–	after
pre–	before
septi–	poisoning
tri–	three
ex–	out, away from
leuko–	white
erythro–	red
mal–	bad
peri–	around
pyo–	pus
sub–	under
dorso–	back
ventra–	front
glyco–	sugar
pseudo–	false
trans–	across
endo–	in or inside

Suffixes

–algia	suffering or pain
–cyte	cell
–cyst	bag or bladder
–ectomy	removal of a part
–emia	blood
–gram	a tracing made by a machine
–itis	inflammation of
–logy	study or science of
–meter	measure
–oma	tumor
–ostomy	surgical opening
–otomy	cutting into
–path, –pathy	abnormal or diseased
–phobia	fear of
–pnea	breathing
–scope	instrument for looking
–uria	to do with urine or urinary organs
–cide	causing death
–graph	writing, recording
–osis	disease, condition
–plegia	stroke, paralyzed

Root Words

adeno–	glands
arthro–	joints
cardio–	heart
dermato–	skin
gastro–	stomach
meno–	menstruation
myo–	muscles
crani–	skull
hyster–	uterus
pneumo–	lung
cephalo–	head
encephalo–	brain
neuro–	nerve
osteo–	bone
phlebo–	vein
psyche–	mind
thoraco–	chest
bio–	life
cyte–	cell
neo–	new
tox–	poison
hepato–	liver
naso–	nose
ophal–	eye
nephro–	kidney

STUDENT SELF-CHECK

Define the following abbreviations.

1. PRN
2. H. S.
3. N.P.O.
4. stat
5. ax
6. $\overline{qd}$
7. BID
8. cc
9. ECG, EKG
10. noc
11. $\overline{c}$
12. B.R.
13. O.O.B.
14. $\overline{q}4h$
15. p.o.
16. $\overline{s}$
17. O.R.
18. a.c.
19. H_2O
20. B.R.P.
21. O.U.
22. O.S.

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. After you complete the activity, your evaluator will rate your performance using the Evaluator's Final Checklist, BASIC MEDICAL TERMINOLOGY.

You will be given an examination on basic medical terminology. You must score a minimum of ___ % on the teacher-prepared written examination.

Student _____

Date _____

BASIC MEDICAL TERMINOLOGY

Evaluator's Final Checklist

Check the student's performance in the following elements of basic medical terminology.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
[ ]	[ ]	[ ]	[ ]

Student scored____ % on the teacher-prepared written examination.

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STUDENT SELF-CHECK KEY

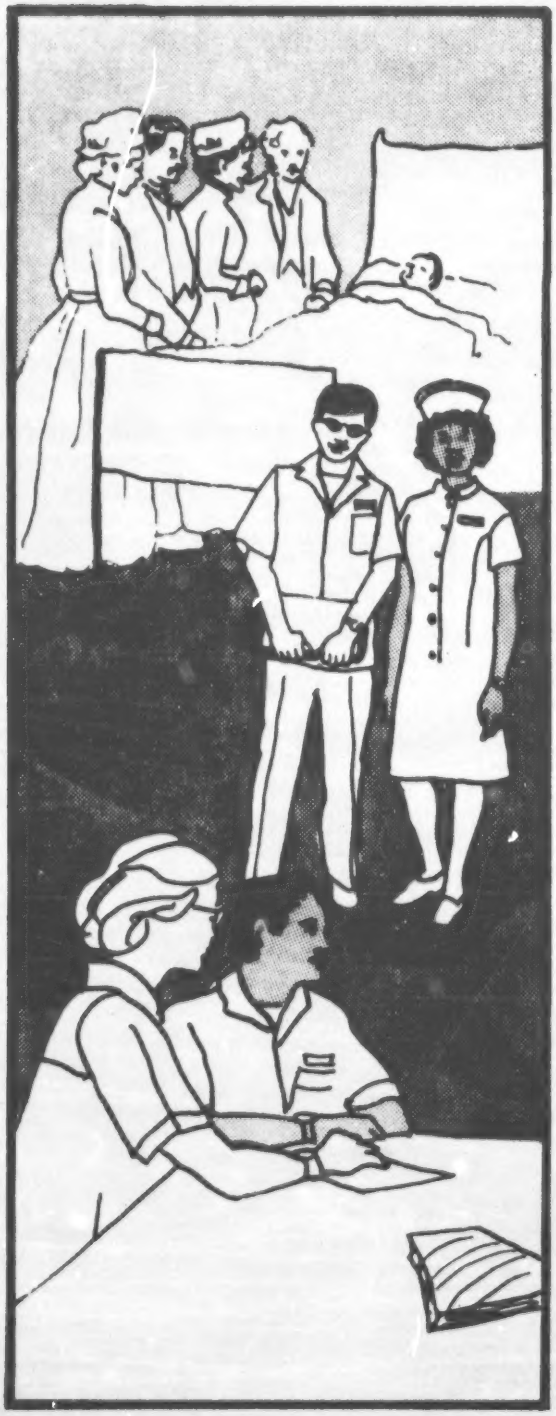
1. Whenever necessary
2. Hour of sleep
3. Nothing by mouth
4. Immediately; at once
5. Axillary
6. Every day
7. Twice a day
8. Cubic centimeter
9. Electrocardiogram
10. At night
11. With
12. Bathroom
13. Out of bed
14. Every 4 hours
15. By mouth
16. Without
17. Operating room
18. Before meals
19. Water
20. Bathroom privileges
21. Each eye
22. Left eye

Module No. I-E

SELF-ASSESSMENT AND

PERSONAL DEVELOPMENT

SELF-ASSESSMENT AND PERSONAL DEVELOPMENT



INTRODUCTION

When you work with people you need to know how to get along well with them. People may be difficult to understand and unaware of their effect on you. It may also be difficult to know how you affect others. Your personality could help or hinder you in getting along with other personalities. In this module you will learn about your personality and the healthy development of interpersonal relationships.

DIRECTIONS

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given structured exercises in self-assessment and personal development, you will be able to demonstrate a knowledge of the terminology and basic principles associated with personal evaluation by scoring a minimum of___% on a teacher-prepared written examination.

LEARNING ACTIVITIES

1. READ *Health Assistant*, Unit 3, "Interpersonal Relationships," pages 11-13,

   and/or _____.

2. WRITE a short definition for the terminology listed on Student Assignment Sheet No. 1 using *Taber's Cyclopedic Medical Dictionary*.

3. MAKE a "personal collage" portraying your personality through pictures and words so that others can see your personality. Include things such as likes and dislikes, foods, clothes, music, goals, etc.

4. COMPLETE Student Assignment Sheet No. 2.

5. COMPLETE Student Self-Check. Record your answers on a separate sheet of paper.

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities

STUDENT ASSIGNMENT SHEET NO. 1 – SELF-ASSESSMENT AND PERSONAL DEVELOPMENT

Write a short definition for the following terms.

1. Behavior
2. Attitude
3. Personality
4. Poise
5. Ethnic
6. Prejudice
7. Egotism
8. Habit
9. Dependability
10. Tact
11. Punctual
12. Etiquette
13. Values
14. Goals
15. Self-esteem
16. Maturity
17. Emotions
18. Health
19. Mannerism
20. Conscience
21. Anxiety
22. Psychosis
23. Neurosis
24. Depression

STUDENT ASSIGNMENT SHEET NO. 2 – SELF-ASSESSMENT AND PERSONAL DEVELOPMENT

Answer the discussion questions on your own; then discuss your answers and feelings about these questions with a group.

1. Think of the most likable person you know. Can you tell why he/she is likable?
2. How do you rate yourself in comparison to this person?
3. How has your life (home, school, social) affected your personality? Has it helped you to understand other people better?
4. What hobbies do you have? What do you read? What do you do during your leisure time?
5. How will understanding yourself help you understand patients?
6. What would you do if your head nurse gave a poor report on your work?
7. Think of the things you know and have done in this module. How will they help you? Make a list of them.

STUDENT SELF-CHECK

Match the terms in Column A with their definition in Column B. Check your answers against the key.

COLUMN A	COLUMN B
1. Habits	A. Absence of cheerfulness
2. Depression	B. Worrying about what may happen
3. Attitude	C. Persistent fear of some particular person or thing
4. Anxiety	D. Act performed day after day
5. Phobia	E. Behavior around different people and situations

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. After you complete the activity, your evaluator will rate your performance using the Evaluator's Final Checklist, SELF-ASSESSMENT AND PERSONAL DEVELOPMENT.

You will be given an examination on self-assessment and personal development. You must score a minimum of ___% on the teacher-prepared written examination.

Student _____

Date _____

SELF-ASSESSMENT AND PERSONAL DEVELOPMENT

Evaluator's Final Checklist

Check the student's performance in the following elements of self-awareness and personal development.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student scored____% on the teacher-prepared written examination.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

1. D
2. A
3. E
4. B
5. C

Module No. I-F

CHARTING

CHARTING

INTRODUCTION

The patient's chart is the confidential written document communicating and correlating all aspects of the patient's care. It provides a written record of the care administered by the hospital personnel to the patient. The chart is a legal document; therefore accuracy and legibility are essential for recording nursing care and transcribing physician's orders. In this module you will learn the method of charting.

DIRECTIONS

In order to complete this module you will need:

1. Chartholder
2. Charting forms
3. Kardex
4. Pen
5. Pencils – red and blue

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given directed studies in the methods of charting, you will be able to demonstrate a knowledge of the process including related terminology by scoring a minimum of ____% on a teacher-prepared written examination.

LEARNING ACTIVITIES

1. READ *Nursing Skills for Allied Health Services,* Unit 18, "Charting," pages 361-368,

   and/or _____

2. VIEW Trainex filmstrips "Observation and Charting," "Maintaining the Patient's Chart," and "Transcribing the Doctor's Orders,"

   and/or _____.

3. COMPLETE Student Self-Check. Record your answers on a separate sheet of paper.

4. ARRANGE with evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the terms in Column A with their definition in Column B. Check your answers against the key.

COLUMN A	COLUMN B
1. Apathy	A. Bluish color of the skin due to lack of oxygen
2. Jaundice	B. Not aware of surroundings
3. Sputum	C. Lack of feeling or emotion
4. Cyanosis	D. Waste material eliminated from the body
5. Excreta	E. Yellow coloration of the skin and sclera of the eyes
6. Disorientation	F. Spittle mixed with mucous

1. TPR	A. Ambulation
2. NPO	B. As needed
3. AMB	C. Temperature, pulse, respiration
4. PO	D. Nothing by mouth
5. PRN	E. Blood pressure
6. BP	F. By mouth

True or False

Write true or false for each statement.

1. You can tell if a patient is experiencing nausea.
2. Sputum is excreted from the back of the throat.
3. Thirst is a subjective symptom.
4. A comotose patient can be aroused by painful stimuli.
5. Cheyne-stokes are uneven respirations from strong to weak.

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. After you complete the activity, your evaluator will rate your performance using the Evaluator's Final Checklist, CHARTING.

You will be given an examination on charting. You must score a minimum of ____% on the teacher-prepared written examination.

CHARTING

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of charting.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

Student Performance			
Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
[ ]	[ ]	[ ]	[ ]

Student scored ___% on the teacher-prepared written examination.

STUDENT SELF-CHECK KEY

Terminology

1. C
2. E
3. F
4. A
5. D
6. B

1. C
2. D
3. A
4. F
5. B
6. E

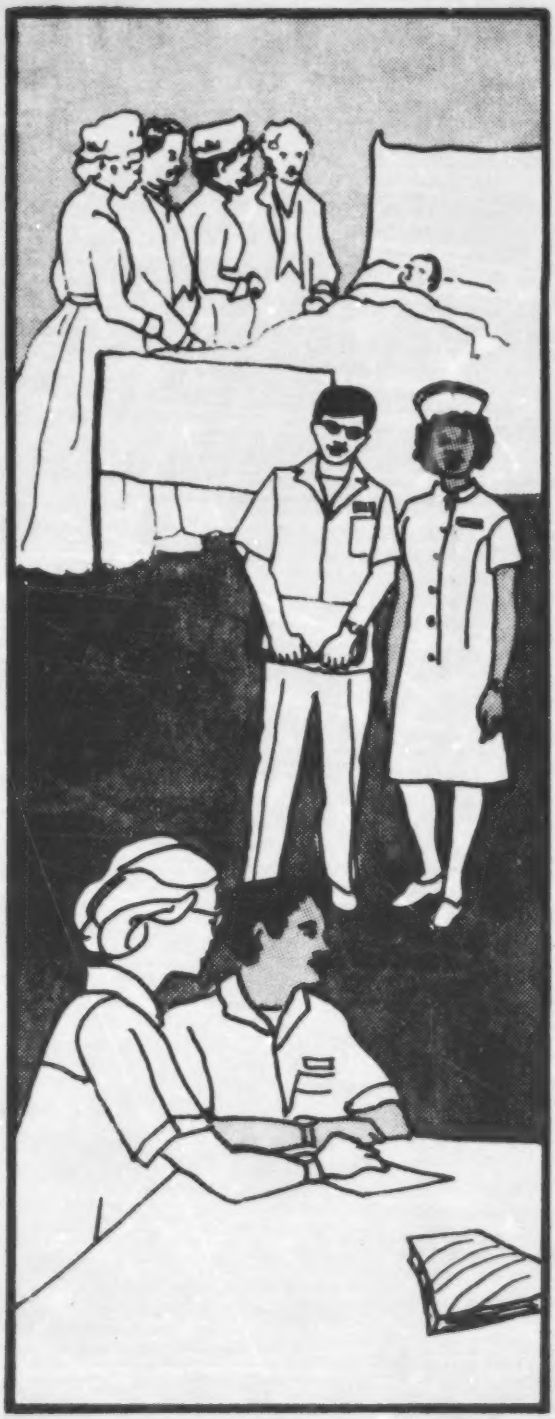
True or False

1. False – You cannot tell if a patient is experiencing nausea.
2. False – Excreted from the lungs
3. True
4. False– A comatose patient cannot be aroused.
5. True

Module No. I-G

CARE OF THE PATIENT UNIT

CARE OF THE PATIENT UNIT



INTRODUCTION

The patient's unit is his/her home while in the hospital. It is the health care worker's responsibility to assist in keeping the unit clean and orderly and to care for the basic equipment in the unit. In this module you will learn to care for the patient unit.

DIRECTIONS

In order to complete this module you will need:

1. Bed
2. Night stand
3. Overbed table
4. Waste basket
5. Basin
6. Emesis basin
7. Bed pan
8. Water pitcher and glass

Read the Objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to perform this task, locate the section on Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Given the appropriate equipment and related instructional exercises, you will be able to demonstrate a knowledge of caring for the patient unit by maintaining a clean and orderly patient unit and by caring for the patient's equipment. You must score a minimum of ____% on a teacher-prepared written examination.

LEARNING ACTIVITIES

1. READ *Health Assistant,* Unit 7, "Environmental Control and Safety Measures," pages 38-41, and *Nursing Skills for Allied Health Services,* Unit 3, "Environment and the Patient," pages 24-31,

2. WRITE a short definition for the terminology listed on Student Assignment Sheet No. 1 using *Taber's Cyclopedic Medical Dictionary.*

3. PRACTICE caring for the patient unit.

4. COMPLETE Student Self-Check. Record your answers on a separate sheet of paper.

5. ARRANGE with the evaluator to complete this module by going through the Check-Out Activities.

STUDENT ASSIGNMENT SHEET NO. 1 – CARE OF THE PATIENT UNIT

Write a short definition for the following terms.

1. Contaminate
2. Concurrent cleaning
3. Gurney
4. IV stand
5. Litter
6. Stretcher
7. Terminal cleaning
8. Ward
9. Ventilation
10. Humidity

STUDENT SELF-CHECK

1. List 5 items that are found in a patient's room.

2. List 4 ways to prevent accidents in the patient unit.

3. Which of the following answers make this statement true?

   Effective and desirable methods of decreasing offensive hospital odor are:

   Answers

   A. Prompt and proper diposal of refuse.
   B. Use of perfume by employees.
   C. Good personal hygiene by employees.
   D. Good ventilation.

4. List 3 ways noise has an effect on a patient.

5. Define ventilation.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you complete the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, CARE OF THE PATIENT UNIT.

You will be given the necessary equipment for a patient unit. Set up and care for the patient unit.

You will be given an examination on care of the patient unit. You must score a minimum of ____% on a teacher-prepared written examinaiton.

Student _____

Date _____

CARE OF THE PATIENT UNIT

Evaluator's Final Checklist

Check the student's performance in the following elements of care of the patient unit.

Place an X in the appropriate box indicating Not Accomplished, Partially Accomplished, or Fully Accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the Not Applicable box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Student set up and cared for the patient unit in the proper manner.	[ ]	[ ]	[ ]	[ ]
2. Student scored ___ % on a teacher-prepared written examination.	[ ]	[ ]	[ ]	[ ]

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STUDENT SELF-CHECK KEY

1. A. Bed
   B. Table
   C. Chair
   D. Lamp
   E. Overbed table

2. A. Put equipment back when finished
   B. Keep linen off the floor
   C. Place bed in low position, siderail up
   D. Keep signal cord in reach

3. A, C, D

4. A. Causes irritation
   B. Disturbs sleep or rest
   C. Increases fatigue

5. Movement of air